

# Louisiana Believes

## **Student Work Samples for the Writing Prompt in the 2013-14 Practice Test**

**English Language Arts**

**Grade 6**

## Introduction

As we implement the Common Core State Standards (CCSS) in English language arts (ELA), the spring 2014 LEAP and iLEAP tests will continue to include writing prompts that focus on a key instructional shift of the CCSS—writing grounded in textual evidence. The writing section of the 2013-14 assessments will ask students to read one or two passages and then write a composition that includes evidence from the text(s) to support the writer’s ideas. These evidence-based writing prompts ask students to read text carefully to determine what evidence is most relevant and then create an organized, well-written composition that incorporates that evidence. For more information about the writing session and other sessions of the 2013-14 assessments, please refer to the [Assessment Guidance](#) on the Louisiana Department of Education’s website.

## Purpose of This Document

The Sample Student Work documents are meant to be used with the [2013-14 practice tests](#). By providing teachers with sample responses to actual prompts and annotations explaining the responses, the documents will help teachers better prepare their students to read and respond to text. Writing prompt information and samples of student work for grade 6 are included in this document, but teachers are encouraged to look at the materials at the other grade levels in order to see models of all of the types of writing assessed on the spring tests. Looking across the grade levels, teachers and parents can also see the changes in passage complexity and the increasing expectations for rigor in student work as students progress from grade 3 to grade 8.

This document includes the following:

- Grade-specific information about how writing will be assessed on the 2014 spring assessments
- The Grade 6 writing prompt from the [2013-14 practice test](#)
- The Content rubric used to score the writing prompt, followed by actual student compositions that represent each score point on the Content rubric (score points 4, 3, 2, and 1) and annotations explaining the Content scores
- The Style rubric, followed by actual student compositions that represent each score point on the Style rubric (score points 4, 3, 2, and 1) and annotations explaining the Style scores
- The Conventions rubric and actual student compositions that represent acceptable and unacceptable examples of sentence formation, usage, mechanics, and spelling

Additional Materials:

- A key that lists the total scores for all student samples in this document
- A copy of the Writer’s Checklist students will be provided when taking the test
- Additional Notes for Scoring Conventions
- A scoring exercise to use as an extension activity for schools and districts

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## Scoring Information

The responses to the LEAP and /LEAP writing prompts will be scored on three dimensions: Content, Style, and Conventions, using the state's scoring rubrics. A summary of the score points for the Writing Session is shown in the table below.

<b>Dimensions</b>	<b>Maximum Possible Points</b>
Content	4
Style	4
Conventions: Sentence Formation	1
Conventions: Usage	1
Conventions: Mechanics	1
Conventions: Spelling	1
<b>Total Points</b>	<b>12</b>

## 2013-14 Practice Test Writing Prompt

The writing prompt that follows is from the [2013-14 Grade 6 Practice Test](#) and appeared on the Spring 2013 Grade 6 iLEAP Test. It asks students to develop an explanation and describe a similar experience, but other writing prompts at grade 6 may ask students to write a story or convince someone of their position.

### Session 1: Writing

Read the passage about the jazz musician Wynton Marsalis. As you read the passage, think about how Marsalis became a successful musician. Then use the passage to help you write a well-organized multiparagraph composition.

#### Wynton Marsalis

Wynton Marsalis believes his love for jazz music comes from the way he was raised and from his hometown. "I grew up in New Orleans," he told a reporter for *Town & Country* in 2004, "where I got to play with the symphony orchestra, . . . marching bands, light classical bands . . . and just about any other group that performed any kind of music at any time. All I had to do was bring my horn and I was all right."

When Wynton was twelve years old, he decided that he wanted music to be a significant part of his future. "I looked around and wanted to find something that I could do," he told *Ebony* magazine in March 1983. "I thought I would play basketball, but I wasn't good enough. I was too short and stuff, so I got into the band and I couldn't play. Everybody could play and I was the saddest one there." However, Wynton did not let that discourage him. He got to work. He went to the library and read everything he could find on the trumpet. He took private lessons for three to four hours every Saturday. "I used to practice all night. That's all I did—practice trumpet. I would wake up in the morning and start practicing. I'd go to school and think about practicing in the daytime. I would play band in the evening and come home and pull records and books out and practice."

His mother said that through these years she was influenced by her son's hard work. "He taught me a great big lesson about life. He would only commit himself to the things he was most enthusiastic about, not mess around with a whole lot of little things."

His time as a teenager and his time as a college student were filled with more of the same. He spent most of his time practicing the trumpet, taking lessons, performing with local and school bands, listening to various jazz musicians to learn their styles, and studying with dedicated teachers. All those years of hard work helped Wynton win numerous Grammy Awards and become the first jazz musician to receive the Pulitzer Prize for Music. When asked by *Ebony* magazine if he had advice for young people, he said, "I want young musicians to know that hard work is the only way to master music. You have to get the knowledge yourself. Don't blame it on the teacher. Don't blame it on the programs in your school if they aren't that good. You've got to go out and get the teachers you want. You must learn how to play your instrument correctly and learn how to read music."



## Writing Topic

What did Wynton Marsalis do to become the successful musician he is today? Think about something you are good at. What did you do to become successful?

**Write a multiparagraph composition for your teacher that explains what Marsalis did to become a successful musician. Then describe what you did to reach a particular goal. Use details from the passage to help you explain your ideas.**

**As you write, follow the suggestions below.**

- Be sure your composition has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand your response.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

## Content Samples

The **Content** dimension measures

- the focus of the student’s central idea;
- the development of that idea, including the appropriate and accurate use of information from the passage(s); and
- the organization of the student’s ideas.

As teachers continue to work with text-based prompts, considering the ideas below will be helpful, especially when reviewing the sample responses that follow and in teaching students how to incorporate evidence into their compositions:

- The assessment is not asking students to use citations the way they would in a research paper. Because there are no authors and page numbers included with the grades 3-8 passages, it would be difficult and unwise to apply formal citation rules to the transitional writing prompts.
- Students may certainly quote directly from a text when supporting their ideas; however, students need to be directed to choose evidence carefully. Students and teachers may consider this question when evaluating a composition: Is the student just copying big chunks of text, seemingly without purpose or connection to his or her ideas, or is the student selecting specific and well-chosen evidence from the text that supports the ideas developed in the composition?
- Students should be instructed to explain the evidence they include in their compositions. They need to show a clear connection between the passage information and the development of their ideas.
- Students should be reminded to consider the task when citing information. For example, it would not be appropriate for a student to include a formal introduction to a quote or idea from the passage, such as “according to the passage,” for a narrative task. It might, however, be appropriate to use a more formal citation when the task is a persuasive or expository one, especially when the evidence is being used to substantiate a student’s claim. For example, the grade 5 writing prompt in last year’s practice test asked students to respond to a passage about the pros and cons of teaching handwriting. The passage quotes educators and other experts, so it would be fitting to introduce that evidence by saying, “According to Marlena Hamilton, Professor of Neurology at University of Pennsylvania, . . .” This kind of citation adds authority to the evidence and may strengthen the student’s argument.

## CONTENT (One Passage): Central Idea, Development, and Organization

*Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>focused central idea</li> <li>shows a complete understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
<b>USE OF THE PASSAGE AND DEVELOPMENT</b>	A composition without information from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> <li>includes well-chosen information from the passage to support central idea</li> <li>Passage information and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes sufficient and appropriate information from the passage to support central idea</li> <li>Passage information and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes insufficient or no information from the passage</li> <li>Ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage</li> <li>minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Evidence of planning and logical order allows reader to easily move through the composition.</li> <li>clear beginning and ending</li> <li>effective linking words and phrases</li> <li>sense of wholeness</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition without confusion.</li> <li>has a beginning and ending</li> <li>some linking words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>attempt at organization</li> <li>weak beginning, ending</li> <li>may lack linking words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>random order</li> <li>no beginning or ending</li> <li>difficult for the reader to move through the response</li> </ul>

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Sample 1

## Writing

### Final Draft

If you try hard enough, you really can achieve your goals. Wynton Marsalis - a famous jazz musician - and I are just two examples of this.

Wynton Marsalis has loved jazz ever since he was a little kid. This is because he grew up in New Orleans, surrounded by other musicians in the orchestras and marching bands. When he was twelve, Wynton decided he wanted music to be a big part of his life. He tried to make this happen by joining a band, but could not play well enough and failed. Wynton did not let this stop him though. He researched the trumpet, and took private lessons. He would then come home and practice for hours and hours. He continued to do this for many years. These years have helped Wynton to become what he is today.

My love of math happened almost the same way as Wynton's love of jazz. I started learning math at a young age by watching Elmo on TV. Then, once I started school, I was always very interested in what the teachers taught. Whenever I did not understand something, I always asked questions for explanations. I began completing many math workbooks. When I started using textbooks, I would do other problems after Homework for practice. Then, when I was in fourth grade, I began to teach myself



## Final Draft (continued)

lessons ahead in the book. Finally, now in the sixth grade, I am a fantastic mathematician. Unfortunately, I am not in advanced math. However, I am O.K. with this, it just makes me feel harder so that one day, I might become a famous mathematician.

Overall, Winton Marsalis and I are not that different. We both loved our interests since we were kids, we both practiced a lot, and neither of us were successful on our first try at something in our interest. In conclusion, Winton Marsalis and I are only two examples of how, if you try hard enough, you can achieve anything.

### Sample 1: Content 4

This response demonstrates consistent control in the content dimension. The writer's complete understanding of the task is evident through the explanation of how Marsalis became a successful musician, which is accomplished with ample, well-chosen passage evidence. Then the writer does the second part of the task by including a thorough explanation of what he or she has done to become successful in math. Evidence of planning and use of effective transitions allow the reader to move through the composition easily. A clear beginning and a strong summary conclusion effectively tie together the two experiences and provide a sense of wholeness.

Sample 2

Writing

Final Draft

Wynton Marsalis was an excellent musician. He didn't just sit on the couch eating potato chips to get there, though. He did things to get where he is today. Wynton Marsalis worked hard...

All those years of working hard has gotten him numerous Grammy Awards and become the first jazz musician to receive the Pulitzer Prize for Music. I have worked hard on things that I wanted also.

I wanted to be a singer. To reach those goals and become better, I paid for private lessons, joined my church choir, and many more. My church had turned my microphone on low until I thought I was ready to perform. For months I did that, but a week ago, the church and I thought I was ready to perform for real. I was the lead singer, and performed in front of my whole church. My parents and everyone at church thought I did great. I was so proud of my self, and now I sing every Sunday.

Wynton Marsalis and I are kind of alike.

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because we both worked hard to reach our goals,  
and led to success. I want to be as good as him  
one day. I also want to give kids advice about  
music.

## Sample 2: Content 3

This response demonstrates reasonable control in the content dimension. There is evidence of a general understanding of the task with the attempt to explain how both the writer and Marsalis became successful through hard work. The personal account of how the writer worked hard to become a singer at church is adequately developed, but passage evidence explaining Marsalis' success is general and needs additional development. The composition is organized with a clear beginning, middle, and ending.



**Final Draft**

In this multiparagraph I am going to tell you what did Wynton Marsalis do to become the successful musician he is today. I am also going to tell you about something I am good at and what I did to become successful.

I think Wynton Marsalis became successful because of his hard work. I think Wynton Marsalis became successful because of his hard work because he use his hard work to put effort in his music. His hard work got him better in music ever time he practice. All of the years of hard work help him receive the Pulitzer Prize for music. All of these great achievements would had never happen if he did not put hard work into it.

The thing that I am successful in is football. I say I am successful in football because I am good at it. Everyday I practice running, throwing, and catching. My coach sometimes push me to the limit so I can do better. That's why football is my favorite sport.

**Sample 3: Content 2**

This response demonstrates inconsistent control in the content dimension. Although the writer shows a general understanding of the task with the attempt to explain what both he and Marsalis did to become successful, the evidence from the passage is repetitive and insufficient to provide the reader with a complete picture. The writer begins the response by announcing the subject rather than introducing it, and the writer's personal experience is inadequately developed. Also, the writer offers no transitions to help link ideas, and the final sentence, rather than concluding the response, seems to shift away from the original focus.



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## Sample 4

### Final Draft

When he turned twelve years old  
he wanted music, he wanted to be a  
significant, so he wanted some thing  
he could do. so he tried playing  
Ebony magazine in March 1983.

Then he tried playing Basketball but  
he wasn't good enough. So then he  
got into a band he tried the  
Trumpet he took Lesson for four hours  
every Saturday, finally he was so  
happy that he learn how to read  
instrument + reading note.

#### Sample 4: Content 1

This response demonstrates minimal control of the content dimension. It lacks a clear central idea and has no introduction or conclusion. The writer does include some random details from the passage, but the selection of details shows a misunderstanding of some passage information.

## Style Samples

The **Style** dimension evaluates the ways in which the student shapes and controls the language and the flow of the composition. Features of Style include

- word choice;
- sentence fluency, which includes sentence structure and sentence variety; and
- voice, the individual personality of the writing.

### STYLE: Word Choice, Sentence Fluency, and Voice

*Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> <li>• precise</li> <li>• effective</li> <li>• vivid words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• clear but less specific</li> <li>• includes some interesting words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• generic</li> <li>• limited</li> <li>• repetitive</li> <li>• overused</li> </ul>	<ul style="list-style-type: none"> <li>• functional</li> <li>• simple (below grade level)</li> <li>• may be inappropriate to the task</li> </ul>
SENTENCE FLUENCY	<ul style="list-style-type: none"> <li>• fluid, very easy to follow, because of variety in length, structure, and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• generally varied in length and structure</li> <li>• Most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• little or no variety in length and structure</li> <li>• Awkward sentences may affect the fluidity of the reading.</li> <li>• same beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• simple sentences</li> <li>• no variety</li> <li>• Construction makes the response difficult to read.</li> </ul>
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> <li>• compelling and engaging</li> </ul>	<ul style="list-style-type: none"> <li>• clear, but may not be particularly compelling</li> </ul>	<ul style="list-style-type: none"> <li>• weak and/or inconsistent voice</li> </ul>	<ul style="list-style-type: none"> <li>• no voice</li> <li>• Response is too brief to provide an adequate example of style; minimal attempt.</li> </ul>

## Writing

## Final Draft

## Practice Makes Perfect

There are many people that are successful. Most of them are dedicated to what they do. A specific person that I have in mind is Wynton Marsalis. He's a jazz musician that never gave up. He also encouraged other people, like his mother, to work for what they wanted.

Marsalis thought about practicing with his trumpet twenty-four seven. Even though he thought he was the worst in the band, he continued to work hard. In order to get better, he took private lessons and listened to other jazz musicians play to learn their styles. Whatever he wanted to do, he committed his self to doing it. He wasn't afraid of approaching what he wanted to do.

Personally, I think I'm a pretty good singer. I love to sing. Whenever I'm at home watching tv, I sing all



## Louisiana Believes

### Final Draft (continued)

of the commercial songs and theme songs on tv shows. However, when I sing, I feel as if I try to hard to hit certain notes. When I was in 4th grade, I tried singing in front of the entire class. Well that didn't work out so well. I started sweating and hitting all of the wrong notes. From that day forward, I worked on hitting the right notes at the write times.

Like Marsalis said, you must dedicate yourself to what you want to do, and practice day and night. If u~~at~~ practiced like he did, then I could be a sufficient singer. My plan for being successful is just following in Wynton's footsteps. I believe that if I put my mind to it, I can do whatever I want to do without a doubt. One day, I hope to be as successful as he is. Practice makes perfect!

#### Sample 5: Style 4

This response demonstrates consistent control of the style dimension. The vocabulary, especially the verbs, are precise and sometimes vivid ("I started sweating and hitting all the wrong notes."). The sentences are fluid and composed with varied beginnings, lengths, and types. The writer's personality comes through as engaging (e.g., "Personally, I think I'm a pretty good singer" and "Well, that didn't work out so well.").



Writing

Final Draft

Have you ever wanted to do something but was discouraged because you were no good? Well, I felt like that before and now I know how to fix a problem like that.

But first I'm going to tell you about a man named Wynton Marsalis. If you've heard of him good but just in case you haven't he was a famous jazz musician who played the trumpet. At first though he wasn't good at all. He even said "I got into band and I couldn't play. Everybody could play so I was the saddest person there." But he didn't get discouraged instead he read books about the trumpet, he practiced day and night and he went to classes that helped you play the trumpet more correctly.



Final Draft (continued)

Now that you know a little bit about his way of learning how to do something your not good at, you get to read about my story.

When I was six I wanted to ride a two wheeler bike. I asked my dad to take my training wheels off. Befor I rode my big brother and sister gave me lots of advice that helped but I was still horrible. I practiced every single after-noon after school. Befor I knew it I was riding like a pro on my hot pink bicycle!

If you ever do want to do something you not good at just try really hard and practice a lot and I promise you will get better and better.

Sample 6: Style 3

This response demonstrates reasonable control in the style dimension. The word choices and vocabulary used throughout the composition, while clear, are not especially vivid. Sentences are generally varied although the composition could benefit from more variety in sentence length. The writer's voice, while clear, lacks the compelling tone that would be characteristic of a higher score.

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Sample 7

## Writing

### Final Draft

#### A Great Soccer Player

Wynton Marsalis became successful as a musician because he practiced 3-4 hrs. He also read every book about trumpets.

Wynton Marsalis believes he love jazz music from the way he was raised from his hometown. He said that he grew up in New Orleans. He got to play with the symphony orchestra, marching bands, light classical bands, and any other groups that performs.

I think I am good at soccer. I have played soccer for at least 7 years. I am still playing soccer but not real soccer. I'm playing 3vs3. It is fun but there isn't any goalies. Also, the goals are small.

I think what I did to become successful is knowing some positions. I know the goalie and the backs because I love being the back and protecting the goal. I always play with my friend Sala.

Wynton Marsalis is a great musician because he never gives up.

#### Sample 7: Style 2

This writer demonstrates inconsistent control in the style dimension. Some of the more interesting language in the response is lifted directly from the passage while in the student's original writing, the vocabulary is generic. There is little variety in the length and structure of the sentences—many begin with "Wynton Marsalis" or "I think"—which creates a choppy effect and weakens the voice.



Sample 8

Writing

Final Draft  
MY FIRST TIME ~~SUCCESSFULLY~~  
One Christmas I had got my first bike.  
But it had no training wheels, so I kept falling off.  
→ Then one day I took my bike out and  
kept falling, until I finally had got it  
→ Finally I could ride my bike without falling  
off and now I could ride my bike without using  
my hands.

Sample 8: Style 1

This brief response demonstrates little control in the style dimension. Word choices are simple and functional, and there is a lack of sentence variety. Because the writing sample is so short and poorly constructed, it is difficult to discern the writer's voice.



## Conventions Samples

The scoring of conventions has been added to the 2014 iLEAP tests to help prepare students for a more integrated approach to Language skills, one that asks students to recognize and correct errors in their own writing.

Compositions are rated as showing either “acceptable control” or “unacceptable control” in the following conventions of language:

- Sentence Formation
- Usage
- Mechanics
- Spelling

The Conventions rubric is found on the next page, followed by two examples of student work for each of the four conventions of language that are assessed on the writing prompt session of the test. The first example for each element shows acceptable control; the second example shows unacceptable control. For more specific information about each of the particular conventions elements, see the **Additional Scoring Criteria for Writing** handout, found at the back of this document.

## Conventions Rubric: All Grades

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the [Common Core Language Standards](#) and the grade-appropriate skills identified on the [Common Core Language Progressive Skills Chart](#).

**Sentence Formation:** completeness and correct construction of different types of sentences

<b>1</b>	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
<b>0</b>	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

**Usage:** correct agreement, verb tenses, and word choice

<b>1</b>	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

**Mechanics:** correct punctuation and capitalization

<b>1</b>	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:** correct spelling of high-frequency and grade-appropriate words

<b>1</b>	The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

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Sample 9

## Writing

### Final Draft

many people have worked as hard as they could to achieve a certain goal. Winton Marsalis and I are among those many people. However, we have different goals than each other. Winton Marsalis is an amazing trumpet player, but if he didn't work hard as a kid, he probably wouldn't be. When Winton was twelve years old he was looking for something to do, but he was too short to play basketball, so he decided that he was going to join the band. At first Winton felt miserable because he was the only one who couldn't play an instrument. Winton decided that he was going to practice as hard and as long as he could until he was better than all of the other players. He practiced all day and all night until he got better. Winton's mother was influenced by Winton's hard work and determination. All of his extremely hard work paid off because Winton has won many Grammy awards and became the first young musician to win the Pulitzer Prize for Music. His story taught me that you can achieve anything you want if you work hard enough.

I did the same thing as Winton, which was to practice hard to achieve my goal. My goal was to become a starter on the 6th grade basketball team.



Writing

Final Draft (continued)

at the first few practices, I was a backup and not a starter. I was determined to become a starter. I went home and practiced every day from when I finished homework until I went to sleep. I realized I had to show each how aggressive I was and that I could play any position. We had a scrimmage coming up against [redacted] and I decided that would be the perfect time to showcase my abilities. After our scrimmage, my coach told me I had earned a starting position. I was thrilled that I had actually accomplished my goal and I had realized that hard work really does pay off. My message to anyone that wants to accomplish their goals is that they should practice hard and long.

Sample 9: Sentence Formation 1

## Final Draft

I play baseball a year up then I'm ~~going to do that~~  
 I first practice in good or bad days too, second I watch  
 baseball videos on the internet, but last but not least I play  
 baseball everyday till I can play any more. my dad helps  
 me to do that too. F.

First, I practice in good or bad days too, some days I  
 practice in rain or very hot days. Sometimes I play in baseball  
 fields when it is very wet too, Like my dad said no game no  
 game in baseball you will get hit with the ball too.  
 Second watch baseball videos on the internet. Help me know  
 how to hit and to pitch the ball too. They told me a couple  
 of tips for baseball like the game is all about hand and  
 eye coordination. They have step by step stuff about  
 pitches like making sure you make a sound when you pitch.  
 Third, my dad helps me to play baseball if I do some  
 thing wrong helps to fix it too. My dad played base  
 ball his whole life with his brother Jason and my cousin  
 Drake too. With there help I will just make it to MLB.  
 In conclusion, I practice in a good or bad days, second I  
 watch bb. videos on the internet too, last but not  
 least I play bb. every day too.



Final Draft

Everyone has something they're good at. Wynton Marsalis is good at playing jazz music on the trumpet. I am good at softball. What are you good at?

Wynton Marsalis had tried to play basketball, but he wasn't good at all. They said he was too short at stuff. So, he joined the band. He wasn't really all great at that either, but it was something he wanted to do. Wynton didn't let the band get in his way of being happy. He went to the library and read everything he could about playing the trumpet. He also took private lessons and practiced all the time. Sometimes he would even practice all night long. Wynton got some dedicated teachers to help him, too. Now, he is a famous jazz player because he was committed to playing the trumpet.

Just like Wynton, I am also dedicated to something I love, softball. I practice all the time. I've learned to throw the ball pretty hard, hit the ball coming at me forty miles per hour, and also made so many friends throughout my nine years playing.



Writing

Final Draft (continued)

In fact, I met my best friend playing softball when I was three. My dad and mom have both helped me so much so I can be the best I can be. My grandfather has also helped me since I was four. From wee-tee to live arm, my family is there for me.

Follow your dreams and be the best you can be. Someday you might get famous for what you were no good at in elementary and junior high. So, keep practicing and you're for sure to get better at it every day.

Final Draft

This what Marsalis did to become successful musician was to practice all night and in the morning. He also had to listen to various Jazz music to learn the style. He went to the library to go read on how to play the instruments. Also he performed on music with school bands. What I did to reach my goals were to do my work in class. Also to be respectful to my teacher. To focus and to work hard. Also to listen when the teacher talking. To do good in class. This is how Marsalis did to become successful musician and how I did to reach a particular goal.



Final Draft

Wynton Marsalis's love for jazz music comes from the way he was raised in New Orleans. He was practically surrounded by jazz music, which is one of the reasons why I think he was such a great musician. Although he wasn't very good at playing the trumpet right away, that did not stop him. Once he discovered something he might be good at, he worked hard researching and finding more about his instrument.

Wynton Marsalis also took private lessons which really benefitted him.

Since Wynton Marsalis practiced hard everyday and was truly devoted to learning how to be a jazz musician, he became very successful. After he started working hard, taking lessons, and playing in bands he won numerous Grammy Awards. Just because Wynton Marsalis didn't give up, he went on to become one of the



Writing

Final Draft (continued)

best musicians of all time.

What Winton Marsalis did, sort of relates to myself in a way. Whenever I was learning how to ride a horse I wasn't very good. At first I was unbalanced and nervous which alarmed the horse. It threw me off and trotted away. Even though I wanted to give up I didn't. I got back up and tried again. This time I was calm and had a very enjoyable ride. This relates to Winton because he was willing to give up also at first, but once he got the hang of things he was devoted and successful. After my experience, I practiced more and learned alot about horses. Like they say, "Practice makes perfect."

## Final Draft

## Winton Marsalis A Successful Person

Winton Marsalis was a successful person. When he was young he wanted to play basketball, but he wasn't good. He was short and stuffed.

Then he started to play a trumpet he wasn't good at that too so he started taking lessons. He took a private lesson, three to four hours every Saturday. He will go to school and think about playing in daytime.

That's kind like me I [redacted] at basketball until a man named [redacted] made me better at it. And I started to play basketball. That's how I am successful.

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✱

Writing

✱

<b>Final Draft (continued)</b>
<i>dike Wynton Marsalis</i>

Sample 14: Mechanics 0



## Final Draft

Wynton Marsalis was a very successful trumpet player. He always practiced trumpet. At first he wasn't good at all. He used to go to the library to learn everything about the trumpet. After school he'd pull out all of his books and records and start playing.

Every Saturday, he gave up time for private lessons for four hours. He was committed to playing the trumpet. He played all night then he'd play in the morning. After all his practicing he achieved his goal. I did similar things to achieve my goal.

Every day I would draw and draw. My art teacher told me to keep trying it. I wanted to get into Talented Art. I would always buy dozens of sketch books to draw in. I drew every single day after school. I even drew in school. I gave up my time to draw. After drawing so much

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## Writing

### Final Draft (continued)

I got really good and achieved my goal  
to get into Talented Art.

Sample 15: Spelling 1

Writing

Final Draft

Determination

There are a lot of Determinist famous people. One of these people are Wynton Marsalis. Wynton Marsalis was not very good at first. He was way to determinist to fail.

Wynton was not good music at first. So he practiced every day when he got home. One day after all of his hard work finally payed off. He was very good. A couple years later he became famous.

I have the same kind of drive. One time I was having a hard time on this level on a game. I tried every day to beat it. One day I beat it. The reason why is because I never quit.

That is mine and wynton's story. Never give up. Always practice.



## **ADDITIONAL MATERIALS**

## Scoring Key for Grade 6 Sample Papers

Sample Number	Score	Content	Style	Sentence Formation	Usage	Mechanics	Spelling
1	Content 4	<b>4</b>	4	1	1	1	1
2	Content 3	<b>3</b>	3	1	1	1	1
3	Content 2	<b>2</b>	2	1	0	1	1
4	Content 1	<b>1</b>	1	0	0	0	0
5	Style 4	4	<b>4</b>	1	1	1	1
6	Style 3	3	<b>3</b>	1	1	1	0
7	Style 2	2	<b>2</b>	1	0	1	1
8	Style 1	1	<b>1</b>	1	0	0	0
9	Sentence Formation 1	4	4	<b>1</b>	1	1	1
10	Sentence Formation 0	2	2	<b>0</b>	0	1	0
11	Usage 1	3	3	1	<b>1</b>	1	1
12	Usage 0	2	2	0	<b>0</b>	1	1
13	Mechanics 1	4	4	1	1	<b>1</b>	1
14	Mechanics 0	2	2	1	0	<b>0</b>	1
15	Spelling 1	3	3	1	1	1	<b>1</b>
16	Spelling 0	2	2	1	0	1	<b>0</b>



## GRADES 5, 6 & 7

### ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

#### Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a beginning, middle, and ending.

#### Style:

- Use interesting words that express your meaning well.
- Write complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.



#### Important Reminders:

Your composition will be scored on content.

- ☞ your central idea
- ☞ development of ideas
- ☞ use of the passage(s)
- ☞ organization

Your composition will be scored on style.

- ☞ word choice
- ☞ expression of ideas
- ☞ sentence variety

## DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

#### Step 1: Planning and Drafting

- ☞ Read the directions, the passage(s), and the writing topic in your test booklet carefully.
- ☞ Think about what you will write before you begin.
- ☞ Make sure to use well-chosen details from the passage(s) to support your ideas.
- ☞ Use the space provided in your test booklet for planning your composition and writing your rough draft.
- ☞ Remember that your planning notes and rough draft will not be scored.

#### Step 2: Revising

- ☞ Review your composition to make sure you have covered all the points on the Writer's Checklist.
- ☞ Reread your rough draft.
- ☞ Rearrange ideas or change words to make your meaning clear and improve your composition.
- ☞ Write your final draft neatly on the correct page(s) in your answer document.
- ☞ Write your final draft in either print or cursive using a No. 2 pencil.
- ☞ Use appropriate formatting.

#### Step 3: Proofreading

- ☞ Read your final draft.
- ☞ Correct any errors in usage (subject-verb agreement, verb tenses, word meanings, and word endings).
- ☞ Correct errors in punctuation, capitalization, and spelling.
- ☞ Erase or strike through words if necessary.



Only the writing on the Final Draft pages in your answer document will be scored.



Remember to print or write neatly.



## Additional Scoring Criteria for Writing: All Grades

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer's intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

<b>Sentence Formation:</b>	
If a sentence contains a run-on or a comma splice, it is a sentence formation error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a sentence formation error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a sentence formation error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a sentence formation error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

<b>Usage, Mechanics, and Spelling:</b>	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts only once, even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are usage errors.	<i>When <u>it</u> is no school, I play all day.</i>
If a sentence begins with a capital letter but is not preceded by a period, the error is a mechanics error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a mechanics error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
Use of double comparatives or double negatives is a common usage error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common usage error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns with possessives are usage errors.	<i><u>Everybody</u> <u>situation</u> is different.</i>
Agreement errors of collective nouns with possessives are usage errors.	<i><u>People</u> <u>lives</u> all take different paths.</i>
Agreement errors with collectives, phrases, and conjunctions are usage errors.	<i>Incorrect: <u>None</u> of the teachers are <u>good role models</u> or <u>a hero</u>.</i>

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Usage, Mechanics, and Spelling (continued):	
When an error may be both a usage and a spelling error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in <b>usage only</b> .	<i>She <u>allway</u> comes to work on time.</i>
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	<b>Usage:</b> <i>We all went to the skating <u>ring</u>.</i> <b>Spelling:</b> <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word ( <i>are/our, through/though</i> ) is used instead of the correct word, it is a <b>usage</b> error.	<i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i>
An error may be either a <b>spelling, mechanics, or usage</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	<b>Spelling:</b> <i>All the <u>hero's</u> aren't in the movies.</i> <b>Mechanics:</b> <i><u>Were</u> going to Disneyland on our vacation.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	<b>Either:</b> <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> <b>Or:</b> <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	<b>Direct:</b> <i>Then Mom said <u>that</u>, "We cannot go along."</i> <b>Indirect:</b> <i>After we returned, she <u>said we</u> are in trouble.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	<i>I worked at the National Fou- ndation for the Blind.</i>
<i>TV, T.V., and tv</i> are all acceptable and not mechanics errors.	
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error.	

Other Issues:	
Errors resulting from incorrect copying of information provided in the passage(s) are counted as <b>sentence formation, usage, mechanics, or spelling</b> errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a <b>usage</b> error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>

## Scoring Exercise for Schools/Districts

PURPOSE: to introduce evidence-based writing to teachers

OUTCOMES: To help teachers

- develop expectations for student writing that meets expectations of Common Core
- learn to use the transitional writing rubrics
- better understand how to evaluate their students' writing
- determine instructional needs for groups of students and individual students

PROCESS:

1. Administer a common text-based writing prompt:
  - Prompts in the [2013-14 Practice Tests](#)
  - 2012-13 [Released Writing Prompts](#) (grades 3-8)
  - EOC writing prompts in [Sample Test Items](#) documents (English II and III)
  - [PASS](#) prompts (click on PASS Resources and then Teacher's Room to find annotated student samples)
  - Prompts used to develop [In Common](#)
  - Original prompts created at the school/district level
2. Collect student work.
3. Score the compositions collaboratively.
  - a. Review the scoring criteria (rubrics), available in the [Assessment Guidance materials](#) and in the Sample Student Work documents. Highlight key words on the rubrics (*well-chosen, adequate, etc.*), and develop a common definition using sample papers and annotations that accompany the released and sample items, the PASS resources, or the *In Common* materials.
  - b. Create anchor papers. These are papers that all participants agree represent a 1, 2, 3, or 4 on the rubric. For an example, refer to the annotated writing prompts in the student work documents or in the Teacher's Room of [PASS](#).
  - c. Then score a few papers. As a group, discuss the scores using the rubric and the anchors. Come to a consensus on the score for the papers.
  - d. Score the remaining papers one at a time. Discuss scores that are not consistent.
4. After the compositions are scored, discuss the student papers—strengths, weaknesses, different approaches to the task, etc.—focusing on patterns (difficulty with writing introductions, conclusions, citing evidence, explaining evidence, etc.). Teachers should also consider their own students' papers and see what trends emerge.

Finally, discuss the instructional implications. How will we address the general weaknesses? How will I address my own students' weaknesses, etc.? Develop a plan to address the weaknesses and reinforce the strengths (school-wide strategies, individual, etc.).